

Long Term Plan for Religious Education for Primary Schools in Chester Diocese

Spring Term 2b Christian Concept: Salvation Theme: Easter Linked Concepts: sacrifice; redemption; reconciliation; resurrection

Year Group	Enquiry Questions	Essential Knowledge	
FS	Why do Christians put three crosses in an Easter garden?	New Testament	Jesus' Life: Easter Story Luke 19:28-40; 20:45-47; 22:1-23, 31-34; 39-71; 23:1-47
Y1	How is the cross an important symbol for Christians?	Christian Practice	Easter customs: Palm crosses; Good Friday processions
		Christian Belief	Different types and styles of crosses; crucifix; San Salvadorian; plain cross
Y2	What do Christians believe about salvation (being rescued/found)?	New Testament	Jesus' Teaching: Parable of the Lost Coin Luke 15:8-10 Parable of the Lost Son Luke 15:11-32
Y3	Why do Christians believe Jesus rescued people?	Christian Practice	Idea of being lost and found
		New Testament	The story of Zacchaeus Luke 19:1-10 (visited in Year 1 'Discipleship') Miracle: Healing of ten lepers Luke 17:10-19 (visited in Year 2 'Good News')
	Why do Christians call the day Jesus died 'Good Friday'?	Christian Practice	Maundy Thursday and Good Friday customs
		New Testament	Last Supper Luke 22:1-52; Good Friday Luke 23:26-43
Y4	Why is Jesus called saviour?	Christian Practice	Christian art: 'Saviour' in the Misereor Hunger Cloth by Haitian Jacques Chery Lent: Shrove Tuesday and Ash Wednesday customs
		New Testament	'Saviour' in John 3:16 Jesus' Life: Jesus' temptations Luke 4:1-13
Y5	What can we learn from Christian works of art about salvation?	Christian Belief	The idea of saviour (rescuer) as seen in Christian works of art. Possible works of art: 'White Crucifixion': <i>Marc Chagall</i> , 'Ecco Homo': <i>Peter Howson UK</i> , 'Christ of the St John of the Cross': <i>Salvador Dali 1951</i>
Y6	Where in a church building are there signs of salvation?	Christian Practice	Signs of salvation in local church buildings: altar; crucifix; windows; literature; lectern

EYFS UNIT Spring 2b: Salvation Concept: salvation (Related concept resurrection)			Medium Term Plan FS	
KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Why do Christians put 3 crosses in an Easter garden?</p> <p>NB Links with FS resurrection plan</p>	<p>The children will learn:</p> <p>About an Easter garden.</p> <p>Why an Easter garden has 3 crosses.</p> <p>Why Christians think 3 cross are important in an Easter garden.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i> <i>(Some children)</i></p> <p>I can talk about an Easter garden.</p> <p><i>Expected</i> <i>(All children)</i></p> <p>I can explain what an Easter garden is and why Christians might put 3 crosses in it.</p> <p><i>Exceeding</i> <i>(Few children)</i></p> <p>I can explain why Easter gardens are important to Christians and make some reference to the Easter story.</p>	<p>Lesson 1-2</p> <p>NB This plan directly links and should be taught before the one for FS MTP on Resurrection which asks the question: How was Easter Day different from Good Friday? Why are Christians happy on Easter day?</p> <p>Hide the base for an Easter garden you made earlier under a cloth eg made of soil. Collect a set of objects in a bag connected to the Easter garden eg stone; 3 crosses made of twigs; tree; man; woman; plants; angel; plastic flowers. Explain to the class as you take out each item and name it that each of these items in the bag are found in part of a very special story that is told by Christians every year and celebrated in church at this time of the year. Uncover the base and retell the Easter story bit by bit. Place each item in the garden in order as you tell the Easter story.</p> <p>See Easter Garden template: http://www.barnabasinschools.org.uk/pdfs/barnabasreda_y_supportmaterial_easter_10.pdf)</p> <p>At the end of the story discuss each feature of the garden and the reasons each item has been included. Show a selection of Easter garden photographs you can find on Google images that have 3 crosses in.</p> <p>Ask: What can you find in each garden? Ask for suggestions. Lead the discussion around to the crosses. Can the children</p>	<p>tomb</p> <p>cross</p> <p>Resources</p> <p>Lion Storyteller Bible</p> <p><i>Easter Garden Resources:</i></p> <p>stone; 3 crosses made of twigs; tree; man; woman; plants; angel; plastic flowers; grass; stones; box for a tomb</p> <p>available play</p>

			<p>suggest why the crosses are there?</p> <p>TA/Teacher/Parents make Easter gardens with the children and as they make them ask if they can remember what happens in the garden in the story. Reflections and comments made by the children are noted and displayed in the garden. A large class garden is made for display. Lastly the crosses are placed in the class garden.</p> <p>(Provide play corner small world construction/Lego to make Easter gardens over the course of a week).</p> <p>Retell a very simple and short version of the Easter story</p> <p>Eg Lion Beginners Bible or Usborne books. Ask the question again: Why do you think now there are 3 crosses in the Easter garden?</p> <p>Explain at this point that one cross is for Jesus and the other 2 are for the robbers who died. Explain the cross is a very important symbol to Christians and it reminds them of a sad day when Jesus died and also a happy day when Jesus came to life again.</p> <p>Lesson 3</p> <p>With support get the children to make crosses out of card. Ask them to colour one side happy/joyful and one side sad. Remind the children that the cross is a very important symbol to Christians and it reminds them of a sad day when Jesus died and also a happy day when Jesus came to life again. Explain that the class will find out more about this special story Christians call Easter in the next few lessons. Put the</p>	<p>equipment</p> <p>NB Google Easter garden images which must have 3 crosses in them</p>
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			<p>happy/sad crosses in the gardens.</p> <p>Class take gardens home during Easter holidays to care for.</p> <p>Assessment</p> <p>Children can talk about the Easter garden they have made explaining why there are 3 crosses in it. This can be completed as an assessment after the resurrection unit has been taught.</p>	
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KEY STAGE 2 UNIT		Spring 2b: Salvation	Concepts: salvation, repentance, sacrifice	Medium Term Plan Year 3
KEY QUESTIONS	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
Why do Christians believe Jesus rescued people?	<p>The children will learn:</p> <p>About how Jesus rescued Zacchaeus and the 10 lepers.</p> <p>How Christians believe Jesus might rescue people today.</p>	<p>By the end of this unit:</p> <p>Emerging <i>(Some children)</i></p> <p>I can talk about one way Jesus rescued people in the Bible.</p> <p>Expected <i>(All children)</i></p> <p>I can explain how Jesus rescued people. I can explain how the healing stories might be important to Christians.</p> <p>Exceeding <i>(Few children)</i></p> <p>I can suggest a number of meanings of how Christians believe they are rescued. I can link those ideas to what Christians believe about being rescued today.</p>	<p>Lesson 1</p> <p>Ask: Have you ever been lost? What happened? Who found you?</p> <p>Ask: What films have you seen where a rescue took place? eg 101 Dalmatians, Snow White. Ask: Were those who were lost able to rescue themselves? Teacher leads discussion on what it means to be rescued from something that you can't rescue yourself from, e.g. using current news story. Explain you are going to look at a Bible story where someone was rescued.</p> <p>The story of Zacchaeus: Luke 19:1-10</p> <p>Recall anything the children can remember about the story of Zacchaeus from Yr.1 Retell the story using a guided visualisation from 'Seeing the Story'. Explore the story in dance/drama freeze frame scenes and take photographs. Add bubble captions to show Zacchaeus' thoughts as the story unfolds. Put children into small groups of 4-5. Ask one child to be in the hot seat as Zacchaeus thinking about how he may have been before he met Jesus. Ask the other children to make up and ask questions about his life before. Give them ideas to get started eg Why were you a tax collector? Why were you taking more money from people than you should have done? What do you think people felt about you? Are you important to other people? Are people scared of you? Do you want to be rescued from this kind of life? Do you sleep at night? Why do you want to see Jesus?</p>	<p>rescue</p> <p>repentance</p> <p>salvation</p> <p>sacrifice</p> <p>Last Supper</p> <p>Maundy Thursday</p> <p>Good Friday</p> <p>Resources</p> <p>Lion Storyteller Bible</p> <p>Good News Bible</p> <p>camera</p> <p>'Seeing the Story' Chester Diocese 2014</p> <p>Optional Robe for role play for Zacchaeus</p> <p>'Season to Season'</p>

			<p>Discuss what state Zacchaeus may have been in that meant he needed rescuing. Now ask the children to hot seat Zacchaeus the day after he had met Jesus. Ask children to design questions as before. Suggested question examples: Why did you change after Jesus had come to your house? What did he say to you? How did Jesus 'rescue' you from your previous life? How did your actions; feelings and lifestyle change? Ask: What did Jesus say about the change in Zacchaeus? ('Salvation has come to your house today', ie he had been rescued). Establish Jesus helped him to say sorry for the bad things he had done and change his mind about how to live. He then took actions to change his lifestyle, (repentance).</p> <p>(Possible activity: paper weaving; draw a Zacchaeus' face on a paper plates. Write on the face what Zacchaeus' life was after meeting Jesus eg free, forgiven. Cut a set of paper strips. Use sad colours. Ask the children to write words/sentences on the sad strips describing what life was like before meeting Jesus. Cut the plates to enable you to weave paper strips through. In turn weave the strips through the face of Zacchaeus. Ask: What has happened to the face? Establish it has been spoilt/the original image is hidden. Explain that Christians believe that they are made in God's image and the image is spoilt/hidden when humans fail to live up to God's rules or disobey them. When Jesus came he removed that barrier he rescued mankind. See Google images: 'Paper weave Zacchaeus' and 'Paper Weaving'.</p> <p>Lesson 2</p> <p>The Healing of the 10 lepers Luke 17:10-19</p> <p>Recall anything the children can remember about the story of the 10</p>	<p>Chester Diocese 2010</p> <p>Images from Google of Last Supper</p> <p>Researched information on customs on Maundy Thursday & Good Friday</p>
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	<p>The children will learn:</p> <p>About Christian customs on Maundy Thursday.</p> <p>About Christian customs on Good Friday.</p> <p>What some Christians believe about Jesus' death.</p> <p>Why Christians speak of the day Jesus died as 'Good Friday'.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can talk about some of</p>	<p>lepers from Yr.2. Retell the story using the Bible text first. Watch one of the following videos and answer: What were the lepers rescued from?</p> <p>https://www.youtube.com/watch?v=GVBZHz8oRp0&nohtml5=False</p> <p>(Lego version made by children) or (puppet version)</p> <p>https://www.youtube.com/watch?v=fIXJVVEGlg&nohtml5=False</p> <p>Ask: How did Jesus make each person in the story feel better</p> <p>a) inside b) outside? How did he rescue them? What did he rescue them from? How did he do this? Make a list.</p> <p>Ask: How do Christians think Jesus rescues people today? (Class discussion: eg peace through prayer; possibly forgiveness from sin (feeling bad when doing something wrong); love (knowing you are loved by God).</p> <p>Lesson 3/4</p> <p>Maundy Thursday and the Last Supper Luke 22:1-52</p> <p>Ask the class if they can remember a special celebration or event in their lives? What do they do to remember it? Explain the last supper is about an event Christians have remembered ever since Jesus died. Ask the class to record all they know about the last supper by completing a mind map using What? When? Why? Where? Who? How? Retell the story using a guided visualisation from 'Seeing the Story' Pg.18: The Last Supper from Peter's point of view. Play the</p>	
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<p>Why do Christians call the day Jesus died 'Good Friday'?</p>		<p>the ways Christians remember Maundy Thursday.</p> <p>Expected (All children) I can name a number of ways Christians remember Maundy Thursday.</p> <p>Exceeding (Few children) I can link the idea of being rescued/saved with Christian practices on Maundy Thursday.</p> <p>Emerging (Some children) I can talk about some of the ways Christians remember Good Friday. I can suggest one reason Christians call Good Friday, 'good'.</p> <p>Expected (All children) I can name a number of ways Christians</p>	<p>song 'Remember me' from Friends and Heroes video: http://www.godtube.com/watch/?v=76YGKGNX</p> <p><u>Discuss how and what the song helps Christians to remember about the Last Supper.</u> Look at variety of images of the last supper eg Leonardo de Vinci, Blackburn Diocese Last Supper pack. Think about how Christians today might remember this event today. Show a video clip of holy communion and link it back to the last supper event. Talk about other ways some Christians might remember.</p> <p>Good Friday Luke 23:26-43.</p> <p>Recall the events of Good Friday by giving the class a quiet moment to remember all they can about the story of Jesus' death. Make a list together. Watch the Lego Easter story which is found at: http://www.bing.com/videos/search?q=crucifixion+videos+for+kids&qpvt=crucifixion+videos+for+kids&view=detail&mid=8EE4EC1698F76890E762&FORM=VRDGAR</p> <p>Explain Christians remember Jesus' death in special quiet services on Good Friday all over the country which can be held at any time of the day. It is a time of fasting and penitence, remembering the suffering, crucifixion, and death of Jesus. Research some of the Good Friday customs. Design an information leaflet. Use a Bible and find 7 sentences Jesus says from the cross, create collages for these. (See Chester Diocese 'Season to Season' Pg.27 for this and more ideas).</p> <p>Listen to two contrasting Christian songs that express what Jesus did</p>	<p>Background Information</p> <p>Maundy Thursday is on the Thursday before Easter.</p> <p>Christians hold special communion services to remember the Last supper Jesus took with his disciples on the night he was betrayed.</p> <p>They drink bread and wine to commemorate this last Passover meal. Some churches may strip the altar and wash each other's feet as a way of remembering.</p> <p>The queen gives Maundy money to pensioners in recognition for work in church and community.</p>
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		<p>remember Maundy Thursday and Good Friday. I can begin to explain what salvation means to Christians and why Good Friday is seen as a 'good' event. Exceeding (Few children)</p> <p>I can link the idea of being rescued/saved with Christian practices on Good Friday.</p>	<p>on Good Friday. https://www.youtube.com/watch?v=CDdvReNKKuk 'Amazing Grace' https://www.youtube.com/watch?v=cLockzC80gk&nohtml5=False (Soweto Choir: 'Oh Happy Day')</p> <p>Pick out words that are related to being rescued or found. Explain the background to Jesus' death on the cross and the idea of salvation. Ask: Why was Good Friday' a good day for Christians? Think, Pair, Share. Give each child a copy of a cross shape and ask them to write their own ideas to the question around the edge. Give them sentence starters eg I think Jesus died because..... Good Friday was a good day for Christians because..... Christians today believe...</p> <p>Assessment</p> <p>Write a description of ways Jesus rescued people in the bible and today.</p>	<p>Good Friday marks the day on which Jesus died by being crucified on a cross with a thief on either side.</p> <p>Following a trial and public flogging Jesus is handed over to the Romans and crucified. For Christians it is traditional to eat warm 'hot cross buns' which have a mix of spicy, sweet and fruity flavours. The cross on top of the bun symbolises and reminds Christians of the cross that Jesus died on. Some Christians might fast as a way of remembering Jesus' sacrifice. Some churches have processions of witness, carrying a cross through the streets then to church. Some churches have Passion plays, celebrate with stations of the cross and others cover statues. Many eat fish instead of meat.</p>
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				<p>Background Information</p> <p>Some Christians believe God saved people from their sin because Jesus took the punishment once and for all. Through the death of Jesus people are therefore saved from sin and forgiven by God. By having faith and following Jesus they are rescued/saved from sin, loss, harm, despair. They are reconciled to God because of Jesus' death.</p>
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KEY QUESTION	Learning Objectives	Learning Outcomes	Activities	Key Vocabulary
<p>Where in a church building are there signs of salvation?</p>	<p>The children will learn:</p> <p>Christians understand that they have been rescued by God.</p> <p>To compare and contrast the key features in different types of churches: a cathedral and a non-conformist church.</p> <p>To reflect on their experience of the visit and use information to help them to build up a picture of some of the beliefs and practices in Christianity.</p>	<p>By the end of this unit:</p> <p><i>Emerging</i></p> <p><i>(Some children)</i></p> <p>I can describe some of the main features of the church building that show evidence of belief in God and 'rescue'. I can explain how some of them are used.</p> <p><i>Expected</i></p> <p><i>(All children)</i></p> <p>I can talk about some of the things that are the same and some that are different for Christians in church life.</p> <p>I can describe the main features of the religious buildings I have visited with reference to signs of 'salvation' in the church building.</p> <p>I can explain how members of the faith community use the church & why they consider it a holy place.</p> <p>I can explain how Christians</p>	<p>Lesson 1</p> <p>Recall previous work completed on the church in earlier years. Ask: What do you know about the 'church'?</p> <p>Prior to the visit:</p> <p>Teacher leads discussion on what it means to be rescued from something that you can't rescue yourself from, e.g. current news story.</p> <p>Watch a short extract from Scene 6/7 DVD from 'Finding Nemo'.</p> <p>(http://www.youtube.com/watch?v=9RhX3IRJQMg&NR=1)</p> <p>Discuss how Nemo was lost and his dad attempted to rescue him.</p> <p>Ask: Can you remember any Bible stories you have studied that are about being rescued. How did God rescue people in these stories? (eg Zacchaeus). Collate ideas.</p> <p>Teacher explains that Christians believe that God has rescued them in similar ways to Nemo, eg from going their own way, after they have done things wrong etc. Ask: How might God rescue Christians? The teacher encourages the class to make links with the Nemo story, eg Nemo going his own way, he was stuck and couldn't escape on his own, his dad welcomed him back. Likewise Christians believe God has rescued them through Jesus taking the blame for their wrong doing.</p> <p>Lesson 2</p>	<p>baptistery</p> <p>pulpit</p> <p>chancel</p> <p>nave</p> <p>order of service</p> <p>minister</p> <p>Bishop</p> <p>salvation</p> <p>Resources</p> <p>Non- conformist church & cathedral to visit.</p> <p>Ministers from different denominations</p> <p>PowerPoint of</p>

		<p>understand that they are rescued and suggest why this is important to them.</p> <p>Exceeding (Few children)</p> <p>I can identify some of the symbolism in connection to salvation.</p>	<p>The children then devise questions they might like to ask Christians about their relationship with God and in particular around the idea of being rescued.</p> <p>Teacher introduces the word 'salvation' and explains this is the Christian word for being rescued.</p> <p>The class visit one and if possible two different types of church, eg Baptist and/or a cathedral. Compare and contrast with the experience of a local Anglican church visit in KS 1. Compare the differences in use of space, eg simple, no clutter. Discuss as a class & ask questions about the atmosphere, artefacts, symbolism, vestments, organ music. Ask: Are any of these, signs of salvation/being rescued?</p> <p>(NB The teacher needs to visit each church first to see the visible signs of salvation. (eg baptismal service sheet of words spoken over the water in the font, crosses, hymns/songs sheets/books, font /baptismal pool, stories in windows, aspects of liturgy-confession). Using a simple sheet the teacher has designed beforehand the class complete an evidence walk to find signs of salvation. Children look for evidence/signs in the building of belief in /relationship with God. The class completes their evidence walk around the building. Ask: How do Christians demonstrate they have been rescued? Where in this building is a belief in /a relationship with God expressed in any way? Allow children to raise their own questions in relation to a believer's relationship to God in regard to the aspect of salvation; eg Why is this object important to a believer? How does the atmosphere furniture, objects help to express a believer's relationship to God? Why are those things important? Where are there</p>	<p>inside of different types of church</p>
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			<p>signs of salvation?</p> <p>Lesson 3</p> <p>Meet and talk to church volunteers. Find evidence of anything in the building that expresses the idea of salvation in a believer's relationship with God. NB Collect only signs of salvation. Collate ideas back in school & share in groups.</p> <p>Lesson 4</p> <p>Back in school teacher led enquiry around the key question: Where did we find evidence of Christians having been rescued by God?</p> <p>Teacher recaps understanding of the word 'salvation' and reinforces the ideas that this is the Christian word for being rescued. Ask: Where was the evidence of 'salvation' in the church building we visited? Children collate ideas in pairs. Using freeze frames and sketches the class evaluate the signs they have found.</p> <p>Assessment</p> <p>A design for a font, kneeler, cope, stole or window.</p> <p>Design something that might be found in a local church that shows salvation.</p>	
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